Into the Outdoors

DECODING HUNTER ETHICS

Developed by: Rachel Konkle

In This Activity ...

Students will research and debate different stakeholder group values in developing their own hunter ethical code that may be applied to various hunting scenarios. Their codes will teach responsibility and consider the needs of all humans, wildlife, and natural resources on Planet Earth when recreating.

Educational Partners

Life Science,
Natural Resource Managment

GRADE LEVELS
Middle School - Grades 6-8

CONTENT AREA
Life Science, Social Studies, Natural Resources Management

UNIT THEME
Outdoor Recreation Ethics

TOPIC
Natural Resource Ethics, Human Ethics, Social Responsibility, Morals, Wildlife Managment

TIME REQUIRED
Three, 45-minute sessions

OVERVIEW

Five percent of Americans actively participate in hunting their wild resources in the United States. This sport gives participants the chance to contribute to wildlife management and conservation while making lasting memories and connections to the outdoors and their kin. It's important these participants obey the hunting laws and regulations set by their state wildlife agencies because these laws ensure that humans are sustainably taking wildlife resources in a manner that will conserve them for future generations to enjoy. These laws often place limits on the hunting seasons, methods, gear, and number of wildlife resources that may be taken. Although hunters' actions are governed by these laws, hunters may fail to consider following the "unwritten rules" that society expects hunters to follow. This is known as hunter ethics.

Ethics can be defined as the morals, or the values and principles humans inherit that help them distinguish the right choice from the wrong one. These ethics determine how hunters will behave in certain situations. But every person is unique, meaning that everyone has their own personal set of ethics, which does not necessarily make them a bad hunter. However it is important that hunters conduct themselves with ethical behavior while hunting (even if the immoral behavior is legal). Unethical behaviors may be unfair, disrespectful, or irresponsible to other people or the environment, which can upset the public and change their opinions about hunting. Currently, 5% of Americans are opposed to hunting. If hunters behave irresponsibly out in the field, neutral stakeholders may also sway into opposition for the sport and deny hunters opportunities to hunt. Therefore, it's important hunters develop their own ethical code and behave responsibly before, during, and after their hunt. That way, hunters reflect a positive image and ensure a secure future for their recreational activity. Plus, when following an ethical code, hunters can take pride in their actions and get the most out of their hunting experience. The ethical code that most hunters use today is called the Hunter's Ethical Code. This code states hunters should respect natural resources, other hunters, landowners, and non-hunters.

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In this lesson, students will assume the roles of various stakeholder groups while researching, debating, and developing a set of hunting ethics in a pamphlet for hunters. The various stakeholders will set the stage for peer-driven learning where the entire class uses their code of ethics to evaluate hunter's actions in various hunting scenarios. The class will debate and re-write the scenarios in a way they feel best fulfills their ethics and preserves hunting recreation and wildlife resources in the present and future.

ENDURING UNDERSTANDING:

Students will understand that individuals and stakeholders will have differing codes of ethics when it comes to hunting. Students will understand that the best hunter ethics consider natural resources, other hunters, landowners, and non-hunters. Students will also understand that responsible behavior is essential for healthy environments, healthy relationships with others, and healthy states of mind.

CONTENT OBJECTIVES:

Students will be able to evaluate various environmental and social considerations that determine a responsible code of hunting ethics.

LEARNER OUTCOMES:

Students will use online research and group discussions to develop their own hunter code of ethics that considers a combination of social, environmental, and recreational resource considerations. Students will use online research and debate to analyze various hunting scenarios and reconstruct them so they exclude immoral actions and include only ethical behaviors.

PROCESS OBJECTIVES:

Students will work in small and large groups to process new information and use evidence to come to conclusions.

MATERIALS NEEDED: (for each group, for each student)

- Access to computer and the Internet

- Shotgun Adventure classroom video and background information at: http://intotheoutdoors.org/topics/shotgun-adventure/

- Pre-lesson worksheet with questions to fill in while watching the video

- Stakeholder Group Worksheets

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PROCEDURES

Session 1:

Before watching the **Shotgun Adventure** classroom video or reading the website background information, ask students what they already know about ethics. Also ask students how they may have practiced ethics during outdoor recreational pursuits. Lead a short discussion on why it is important people are responsible and have a role in outdoor ethics ... especially when hunting.

Have students download, or print and distribute the **Pre-Lesson Student Worksheet** (copy contained on the web link). Instruct students to fill in the worksheet while watching the video. Go over the questions with the students before viewing so they know what to look and listen for.

After watching the video, review and discuss the answers to the worksheet questions as a class. **Next, divide the whole class into four small groups. Then assign each group a hunting role:**

- Fair Chasers
- Safeguards
- Land Trustees
- Peace Keepers

Then have students download and print, or hand out to each student a **Student Worksheet** (copy contained on the web link). Ask them to review the details and assignments of the worksheet in preparation for Session 2.

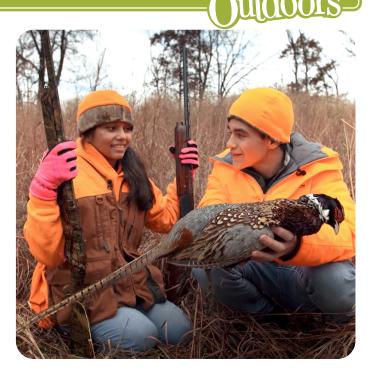**Session 2: Team Research and Ethics Development**

In their assigned groups, have students perform online research from links provided and from other sources they discover. The worksheets give instructions and research options that will guide students in their information gathering. Then, have the small groups discuss and design their code of ethics for hunters on a pamphlet. Their pamphlets must include supporting research and reasons for their list of ethics. Encourage the group to be creative with their pamphlets and include images, graphics, resources that are useful for hunters. Inform each group that they will briefly present their hunter ethics to the class and use their codes to analyze various hunter scenarios.

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Session 3: Ethics Presentations and Class Debate

Start the session by allowing groups to introduce their stakeholder group and share their ethical code by showcasing their pamphlet to the class. Limit their presentations to 3 minutes. Then separate the students from their small groups and intermix them into four new small groups. These new small groups should have an even mix of stakeholders and have at least four students. Inform the groups that they will now receive a set of hunting scenarios. The groups must analyze the hunters' actions in the stories and use the ethical codes in their pamphlets to debate if the hunter's actions were ethical. The group will then alter and re-write the scenario based on their conclusions. Give the small groups 20 minutes to debate and write.

Once the students finish writing, invite all the small groups to share their revised hunting scenarios, and then open the floor to discussion. Ask students to compare the similarities and differences between their ethical revisions and then debate if this is necessarily a bad thing. Emphasize that there may be more than one way to behave responsibly. However, it is essential that hunters behave ethically to all natural resources, hunters, landowners, and non-hunters, which is called the **Hunter's Ethical Code.** If the student's look closely, they will see their stakeholders' ethical codes combined make up this universal code. **Conclude the discussion** by posing the question what would have happened if the hunters did not behave ethically in those scenarios. What are the consequences to hunters, society, and nature? End discussion by highlighting that it is important for hunters to behave ethically to preserve the future of hunting as well as their natural resources.

HUNTING SCENARIOS FOR DEBATE

1. You have been hunting for days on the side of a bluff looking down into a corn field … and your luck has seen better days. A huge, 12-point buck has been foraging in corn fields on the bluff across from you every day, but that property belongs to another landowner. The deer never comes over to your property … it's almost as if it knows. But you're determined to find a solution. You visit the landowner of the property and politely ask if you may hunt there. Much to your dismay, he rejects your offer because he had given rights to another group of hunters to hunt there and is loyal to them. So you disappointedly return to your stand and hope the deer comes over … but it never does. At your wits end, you think, "Who would know?" The next time the buck wanders into your neighbor's field, you mount your rifle on your shoulder and sight through the scope. The deer is pretty far away, and much farther than the distances you know you can hit a target. But it looks like the deer will not be coming any closer, its rear-end facing your way. It's now or never … you slowly breathe out and squeeze the trigger. The buck staggers for a moment and then limps slowly into the woods. You've somehow hit it. Worried you will lose the animal but also that someone will spot you, you

take off your blaze orange clothes and sneak over to where you last saw the deer. You follow a blood trail into the woods and spend hours and hours quietly searching for the buck. Finally, you discover it 200 yards up near the top of the bluff. As discretely as you can, you drag the buck off the property over to your land and harvest it there. Then you load the buck up and take off for home. But due to your efforts to remain secret, your deer meat has spoiled. However, you are still excited to keep the antlers, so you post a photo on social media later that night of the dead deer and brag about the "trophy" you got on your own property.

2. You and your hunting buddies have decided to try something new and go on a pheasant hunt together. You don't want to admit it to your friends, but game bird hunting is a realm you've never dabbled in before and you don't know much about pheasants nor shotguns. But you still think it will be a great adventure. Your friends discover the perfect pheasant preserve for the hunt and schedule a date to go hunting on the property with the landowner. And then the day finally arrives … and it's a mucky one. Your group walks in a horizontal line through corn and wheat fields that are saturated with rain water from yesterday's ginormous rainstorm. It's not an easy trek, and your boots constantly sink into the muck. But to your surprise, your hunting dogs are still able to flush many birds into the air. You and your friends take aim and fire … and your shots hit and down the birds. Your friends are managing quite well, with already two birds bagged … but to your dismay, your friend's hunting dogs are not able to find the birds you shot. Were they just stunned and ran off? Are they wounded? Did they fall in the creek? You're not sure, but you do not attempt to search long in the mucky ground. Exhaustion is beginning to take hold over your group, and your arms and legs are beginning to tucker out so you all begin to cradle carry your firearms. You have not caught a single bird, and its bothering you. Suddenly, a pheasant bursts out of the field in front of you. Not wanting to miss your last chance, you mount the shotgun to your shoulder and put your finger on the trigger. But the bird is flying over your head! You whip around and shoot. And the bird goes down. Your elation soars when you see the hunting dog bring back the beautiful rooster. That is until you realize you had shot toward the landowner's barn. After walking up to the building, you see your shot has peppered the side of the barn with pellet holes. Not wanting to cause any trouble, you and your friends decide not to tell the property owner. Instead, you head into town to celebrate your group's successful hunt. Exhausted and hungry, your group grabs a bite to eat at the local diner in your hunting gear and chat about how you "blasted" that final bird. Your group then tops the day off by heading to the parking lot, opening the back of your pick-up truck, and admiring the quantity of birds you got.

3. Deer season has finally arrived! Your family has been waiting for this day for quite some time. At 5 a.m., you all eagerly head out to the 40-acre property you have received permission from the landowner to hunt on. Crisp and cold, you patiently wait in your hunting stand and keep your eyes peeled for deer. But when your tummy starts to rumble, you take a break and head to the tailgate your parents have arranged. It's time to break out the chili and warm up. To celebrate the occasion, your family cuts down a few shrubs, builds a campfire, and your parents enjoy a few beers. Two hours later, you drive back to your hunting spot only to see a herd of deer in the field near your hunting spot. Breaking out your binoculars, you see there's a gigantic 10-point buck. You're afraid to move your car further in or walk in to your hunting spot, for you could spook the deer. You grab your loaded gun from the back seat and take aim. Looking down the scope, you realize the deer are kind of

far away, but then the deer perks up and looks straight at you. You take the shot. But the deer herd tears off. Anxious, you take another shot, but the deer disappear into the woods. Wanting to take a closer look at the scene, you drive your vehicle into the field and discover a blood trail. You must have hit it! After scouting the area, you arrive at a fence and realize the deer must have crossed into someone else's property. Worried that the animal is suffering and to lose the trail, you figure there is no time to figure out who the landowner is and ask for permission to enter. You find a gate in the fence further up a road and open it, leaving it open behind you so people know you are there. Not far into the property you find the buck lying on the ground breathing heavily. You end the creature's suffering, harvest the animal, and begin dragging it back to the property. At the gate, you encounter a community member driving by. They pull their car over and ask what you are doing. You explain the situation by showing your firearms and the deer in the back of your truck. The person suddenly becomes angry and expresses their negative opinions about hunting by shouting at you. Upset by the person's attitude and foul language, you angrily argue back at the person. After much shouting and arm waving, the person drives off in a huff. You then head back to your family, befuddled by the whole experience.

ASSESSMENT

- Students will be informally assessed based on their participation within their groups and during class presentations and discussions.

- Teachers could collect the Pre-Lesson Student Worksheets and formally assess the discussion notes students took during the video to check for completion.

- Students can be assessed on meeting the formal learning objectives based on how thoroughly students completed their group worksheets and pamphlets.

- Students can be evaluated on their presentations during Session 3.

EXTENSION ACTIVITIES

Students may work together to blend their pamphlets into a master pamphlet that describes the Hunter's Ethical Code. Teachers may help students spread their pamphlets to hunter education programs, youth hunts, shooting ranges, hunting clubs, and their state wildlife agencies.

Students can further dive into ethics by searching online for news reports or documentaries about hunters who had behaved unethically. Assign the students to analyze the story and evaluate the ethics and consequences of the hunter's behaviors by using their pamphlets. Then have the students "re-write" the story and produce a news report where the hunter is ethical.

RESOURCES FOR TEACHERS & STUDENT RESEARCH

* https://www.hunter-ed.com/national/studyGuide/Being-an-Ethical-Hunter/201099_700192524/

* https://tpwd.texas.gov/education/hunter-education/online-course/responsible-and-ethical-hunting/hunting-ethics

* https://www.boone-crockett.org/huntingEthics/ethics_fairchase.asp

* https://www.dec.ny.gov/outdoor/94213.html

* https://huntfish.mdc.mo.gov/hunting-trapping/regulations/hunter-ethics

STANDARDS

The following **National Common Core Standards** can be met teaching:

DECODING HUNTER ETHICS

Grade 6:

CCSS.ELA-LITERACY.RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CCSS.ELA-LITERACY.RI.6.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

CCSS.ELA-LITERACY.RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
CCSS.ELA-LITERACY.RI.6.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
CCSS.ELA-LITERACY.W.6.1	Write arguments to support claims with clear reasons and relevant evidence.
CCSS.ELA-LITERACY.W.6.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
CCSS.ELA-LITERACY.W.6.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
CCSS.ELA-LITERACY.W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-LITERACY.W.6.6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
CCSS.ELA-LITERACY.W.6.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
CCSS.ELA-LITERACY.W.6.8	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
CCSS.ELA-LITERACY.W.6.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CCSS.ELA-LITERACY.SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
CCSS.ELA-LITERACY.SL.6.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
CCSS.ELA-LITERACY.SL.6.3	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
CCSS.ELA-LITERACY.SL.6.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
CCSS.ELA-LITERACY.SL.6.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
CCSS.ELA-LITERACY.SL.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
CCSS.ELA-LITERACY.L.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCSS.ELA-LITERACY.L.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCSS.ELA-LITERACY.L.6.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CCSS.ELA-LITERACY.L.6.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
CCSS.ELA-LITERACY.L.6.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCSS.ELA-LITERACY.L.6.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Grade 7:

CCSS.ELA-LITERACY.RI.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CCSS.ELA-LITERACY.RI.7.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
CCSS.ELA-LITERACY.RI.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
CCSS.ELA-LITERACY.W.7.1	Write arguments to support claims with clear reasons and relevant evidence.
CCSS.ELA-LITERACY.W.7.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
CCSS.ELA-LITERACY.W.7.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
CCSS.ELA-LITERACY.W.7.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-LITERACY.W.7.6	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
CCSS.ELA-LITERACY.W.7.7	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
CCSS.ELA-LITERACY.W.7.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
CCSS.ELA-LITERACY.W.7.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CCSS.ELA-LITERACY.SL.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
CCSS.ELA-LITERACY.SL.7.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
CCSS.ELA-LITERACY.SL.7.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
CCSS.ELA-LITERACY.SL.7.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
CCSS.ELA-LITERACY.SL.7.5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
CCSS.ELA-LITERACY.SL.7.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
CCSS.ELA-LITERACY.L.7.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.7.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCSS.ELA-LITERACY.L.7.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CCSS.ELA-LITERACY.L.7.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
CCSS.ELA-LITERACY.L.7.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CCSS.ELA-LITERACY.L.7.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Grade 8:

CCSS.ELA-LITERACY.RI.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
CCSS.ELA-LITERACY.RI.8.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
CCSS.ELA-LITERACY.RI.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
CCSS.ELA-LITERACY.W.8.1	Write arguments to support claims with clear reasons and relevant evidence
CCSS.ELA-LITERACY.W.8.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
CCSS.ELA-LITERACY.W.8.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
CCSS.ELA-LITERACY.W.8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-LITERACY.W.8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
CCSS.ELA-LITERACY.W.8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
CCSS.ELA-LITERACY.W.8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
CCSS.ELA-LITERACY.W.8.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CCSS.ELA-LITERACY.SL.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
CCSS.ELA-LITERACY.SL.8.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
CCSS.ELA-LITERACY.SL.8.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
CCSS.ELA-LITERACY.SL.8.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

CCSS.ELA-LITERACY.SL.8.6   Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

CCSS.ELA-LITERACY.L.8.1   Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.8.2   Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.L.8.3   Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCSS.ELA-LITERACY.L.8.4   Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

CCSS.ELA-LITERACY.L.8.5   Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCSS.ELA-LITERACY.L.8.6   Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Grades 6-8:

CCSS.ELA-LITERACY.RST.6-8.1   Cite specific textual evidence to support analysis of science and technical texts.

CCSS.ELA-LITERACY.RST.6-8.2   Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

CCSS.ELA-LITERACY.RST.6-8.4   Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.

CCSS.ELA-LITERACY.RST.6-8.8   Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.

CCSS.ELA-LITERACY.RST.6-8.9   Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

CCSS.ELA-LITERACY.WHST.6-8.2   Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

CCSS.ELA-LITERACY.WHST.6-8.4   Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.WHST.6-8.5   With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

CCSS.ELA-LITERACY.WHST.6-8.6   Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

CCSS.ELA-LITERACY.WHST.6-8.7   Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

CCSS.ELA-LITERACY.WHST.6-8.8   Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation

CCSS.ELA-LITERACY.WHST.6-8.9   Draw evidence from literary or informational texts to support analysis, reflection, and research.

DECODING HUNTER ETHICS

Next Generation Science Standards for ...

DECODING HUNTER ETHICS

MS-LS2-1.

Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem. [Clarification Statement: Emphasis is on cause and effect relationships between resources and growth of individual organisms and the numbers of organisms in ecosystems during periods of abundant and scarce resources.]

MS-LS2-2.

Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems. [Clarification Statement: Emphasis is on predicting consistent patterns of interactions in different ecosystems in terms of the relationships among and between organisms and abiotic components of ecosystems. Examples of types of interactions could include competitive, predatory, and mutually beneficial.]

MS-LS2-4.

Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations. [Clarification Statement: Emphasis is on recognizing patterns in data and making warranted inferences about changes in populations, and on evaluating empirical evidence supporting arguments about changes to ecosystems.]

MS-ESS3-4.

Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems. [Clarification Statement: Examples of evidence include grade-appropriate databases on human populations and the rates of consumption of food and natural resources (such as freshwater, mineral, and energy). Examples of impacts can include changes to the appearance, composition, and structure of Earth's systems as well as the rates at which they change. The consequences of increases in human populations and consumption of natural resources are described by science, but science does not make the decisions for the actions society takes.]

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